THE ROLE OF EFFECTIVE COMMUNICATION IN EDUCATION MANAGEMENT

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ABSTRACT
The aim of this study is to detect the effect of communication factor in education management and educational life and also the effect that it provides for education and its activities in terms of using the effective communication skills by the educational managers and teachers as well as in sustaining more qualified and effective communication process. As it is qualitative; in this study, 30 teachers were interviewed who work in Namık Kemal High School, Hala Sultan Religious College, Polatpaşa High School, Erenköy High School and Çanakkale Secondary School administered by Ministry of National Education. Structured interview form was used and 5 questions were prepared by the researchers considering the literature information for detecting the role of effective communication of the sampling group in education management. The number of the participants who does not have a problem with their managers has been found very less in the result of the research. It has been found out that the participants had problems with their managers such as; disrespectful behaviors, different views, misunderstanding and miscommunication, etc. All the participants agreed on if the teacher mastered parallel to his or her knowledge, life experience and sincerity then s/he could succeed in communicational mastery. The participants stated that; they faced problems in school and out of the school such as; judging, listening problems, one-way communication, difficulty in self-expression and being unable to establish empathy.

INTRODUCTION

The implementation of public administration into the educational area is defined as education management. Therefore; the characteristics of education management come from the functions and aims of the education. The input of the education system is the existence whereas the output is the humans. That is why it is different from the other systems (Taymaz, 2009). The most essential skill that a human has from the birth is establishing an effective communication. For this reason, the communication has an important place in every aspect of human life (Güçlü, 2017). It is possible to say that the verbal and non-verbal communication is inevitable for human. The successfully established communication in every aspect of life affects positively the individual's both psychological and social dimensions. Education is also one of the aspects where the communication is necessary and important. The target success in educational activities is closely related to the success that the teacher puts forward in communicational skills. As the requirement of a teacher's profession, s/he should establish a good communication as well as improving him or herself in this subject. A good communication helps developing good student information exchange, socialization, sharing thoughts and a positive personality (Engin and Aydın, 2007).

It is important to mention that the school does not only communicate in itself but also with the outer world continuously. The manager should know the effective communication technique and use it in the institutional management in order to establish organizational culture, to sustain it and to have maximum effective and motivated human resources. It is seen that, the effective communication in education management does not only cover the manager-teacher-student balance but also the relationships with the environmental factors of the school at the same time (Dağ, 2014).

Conceptual Frame
Communication
Communication is defined as a product of sustaining self-existence of humans and institutions in terms of managers and personnel working there and also human beings in their private lives. Besides this; this product

(communication approach and skills) is easily affected by the change and every type of development in daily and work life. Communication covers the phenomenon which is peculiar to the institutions who are legal personalities and also the humans who are individual personalities. In other words, communication is the skill necessary for humans and institutions to have happy and peaceful daily lives (Eroğlu, 2019). The communication is not the process following one direction. On the contrary, it is a very complex exposure process. It should be assessed as a process where the base source is the expectancy and demands of the receiver are and in which the guidance and affecting is aimed (İnceoğlu, 2011).

Communication Tools

Communication tools are the industrialized tools of the communication. Any tools contributing to distribute the data of communication technology, their accruement process, storage, presentation or receiving are used for mass communication. It is seen that; the communication tools are from the technological devices as called as mechanic and also the physiological devices which define the sensory organs of the humans (Yağcı, 1995). It is possible to summarize the communication tools which are listed by Yağcı and Uçar (2018):

1. Written Tools (Correspondence): The meaning given to the words in writing is delivered to the receiver as in written form. The meaning delivered to the receiver by the sender is limited to the word meanings in writings. The receiver understands the aim of the sender only by understanding from these words.

2. Verbal Tools (Speaking): During speaking, the meanings loaded on the words are delivered to the receiver by expressing orally. In conversations, when there is misunderstanding there are questions which helps communication to be healthier. In addition, the face-to-face conversation helps both sender and the receiver to have a better understanding by using non-verbal messages

3. Signs (Symbols): Except for the words and expressions use in communication process, it is also possible to use forms that express the movements, schemes, signs and images. The symbols play a "stimulant" role which is learnt and meaningful and valuable for humans. The symbols are not only separate pieces but also mostly in variable size and complexity.

4. Action: It is a message type when the actions cannot be delivered to the receiver in their aimed meaning and another message type is used. In this case, the sender shows an action by doing and expresses the aimed meanings by acting. In many areas, the actions have stronger meanings than the words.

5. Formal and Informal Tools: They are defined as the channels in communications established according to the organization hierarchy. The directives and commands and informing from top to bottom are reported from top to bottom in order to have idea and thought flows.

Communication in Education

The communication is a phenomenon which has not only personal dimensions but also social dimensions. They are; providing information and news to the society in variable topics, contributing to the socialization process of humans, stimulating the society to the specific aims, preparing discussion manner, contributing to education and culture development, entertaining as well as contributing to the social integration among humans (Kaya, 2010).

The education means a communication activity on the base. Learning is the behavioral change of receiver as a result of communication. As Çilenti (1988) mentioned; learning cannot be thought separate from the communication and a good learning is a product of a good communication. Within this frame; it is possible to say that, there is a direct proportion between the managers' success and the quality of their communication with the subordinates.

In schools the education itself has a communication effect and in order to have a healthy education, the communication must be realized between teachers and students, other managers and other workers. That is why; the necessary communication for the school cooperation should not be limited. If so, those limits should be detected and eliminated because there might be communication barriers due to the status in schools such as managers, teachers and other workers in terms of behaviors, the languages, etc. (Bolat, 1996).

The Aim of the Research

The aim of this research is to detect the effect of effective communication skills in educational and teaching activities in managers' and teachers' teaching methods for a more qualified and effective communication process as well as the effect of communication factor on educational life in education management terms.

Research Method
This research is qualitative study and the researcher is close to the analyzed phenomenon and when necessary s/he firstly gains experience about it so, the interpretations the researcher does are valuable. In qualitative research the comments and opinions of the researcher are essential which could be helpful for explanation and interpretation of the data gathered. Therefore the researcher has to give meanings to the data s/he gathered, explain the relationships among the findings, establishing cause and effect relationship, deduce from the findings and make explanations about the importance of results obtained (Yıldırım and Şimşek, 2008).

The Scope and Sampling of the Research
In this study, 30 teachers were interviewed who work in Namık Kemal High School, Hala Sultan Religious College, Polatpaşa High School, Erenköy High School and Çanakkale Secondary School administered by Ministry of National Education.

Data Gathering Tools
In traditional meaning the interview might show differences according to the central theme which searches the qualitative methods that includes focus group study, analyzing documents and observations. In order to have a holistic research of the subject, the multidisciplinary method use helps easier understanding instead of adapting only one discipline (Özhan, 2002). Therefore, interview technique was used as data gathering tool in this research. It is important for participants to answer questions without consulting to someone in terms of protecting the individuality of answers which provides confirmation of data resource. Also, the validity is higher compared to the data obtained from the questionnaire (Karasar, 1999). As the semi-structured interviews have limited flexibility and standards, they are more preferred by the researchers because they help obtaining deeper information about a topic as well as eliminating the limits of tests and questionnaires based on writing and filling in (Yıldırım and Şimşek, 2003). The researcher has also used this technique due to its flexibility.

In this study a personal information form developed by the researcher and also a semi structured interview form was used. The data of the research was gathered in the environment where the participants could easily express themselves within the time span they appointed themselves. The interview questions were asked to each participant with the same words and intonation to evoke the same meaning for them. While the participants were evaluated, they were numbered as K1, K2, K3 and K30.

According to the information from the literature review 5 questions were prepared for the sampling group in order to detect the role of the effective communication in educational management:
1. What does communication mean for you in your life? How is the effective communication established? Can you explain please?
2. If we define the communication as 'an endless process in which the sent messages are both exchanged and interpreted mutually in interpersonal relationships'; is there any communication problems between you and institution managers? If so, can you please explain?
3. Do you agree on 'if the teacher mastered parallel to his or her knowledge, life experience and sincerity then s/he could succeed in communicational mastery' sentence? What kind of communication is there between you and your students and managers? Can you please explain?
4. Can you define the communication you established with your students in lessons? (Effective listening, tangible speaking, self-expression suitably, using "I language", sending "Complete and One message")
5. As an educator, what are the communication problems you observed in school and out of the school? Can you please explain?

Data Analysis
The data obtained from the semi-structured interview form were described through content analysis and interpreted. The content analysis means to combine similar data within the frame of specific concepts and themes and organizing and interpreting them for the reader's understanding. The problems of the research were accepted as one each theme and questions for each of the theme were asked. The findings were presented by direct quoting from the opinions of participants. Descriptive analysis technique was used in research data analysis. The descriptive analysis is a technique where obtained data were summarized and interpreted according to the previously determined themes and in which the direct quotations of the interviewed individuals reflected often as well as interpretation of findings within the frame of cause and effect relationships (Yıldırım and Şimşek, 2003).

Findings and Interpretation
Demographic information about the participants is given on Table 1.

Table 1. Demographic Information

		Number (n)	Percent (%)
Age	30-34	6	20
	35-44	21	70
	45-59	3	10
	Total	30	100
Gender	Female	22	73
	Male	8	27
	Total	30	100
Term time	1-9 years	27	90
	10-15 years	3	10
	Total	30	100

%70 of the participants is between 35-44 age and %73 of them is female and also %90 is working from 1-9 years.

5 questions were asked to the participants and the answers for the open ended questions were analyzed in details and themes and sub themes were formed:

Table 1: Theme and Sub Themes Theme 1: Communication Problems faced with Institution Managers
Sub Themes
There is a problem
No problem
Theme 2: Communication established with students during lessons
Sub Themes
Effective Communication
Making Empathy
Short and clear speaking
Active listening
Student centered
Concretization
Theme 3: Communication Problems
Sub Themes
Judging
Difficulty in self-expression
Listening problem/ one-way communication
Being unable to make empathy

The first question *"What does communication mean for you in your life? How is the effective communication established? Can you explain please?"* was asked to the participants and definition was asked from them. K1 stated communication as *"to have verbal or non-verbal exposure with people. To be a good listener, making empathy and while we express our ideas we should be kind, respectful and tolerant. Besides, we should use our body language and tone of voice effectively"*. Believing the communication was the center of the life; K4 stated that *"My communication with students at work or with colleagues, especially with the people in my personal life is very important. The effective communication starts with listening and observation. If we can establish empathy we could step forward an effective communication. Also, expressing yourself with the right words is a good step for an effective communication"*. The most comprehensive definition was given by K25 as: *"communication means the mutual transfer of information, accumulation, emotions and thoughts among individuals. The effective communication is the delivery of the desires message for the opponent in the clearest and plainest way. In this*

regard, being a good listener, making empathy, behaving tolerant, body language and using the term of address are necessary factors for having an effective communication".

According to the given answers, communication is difficult to define conceptually. Therefore; it is impossible to find an agreed definition of the communication concept in the literature. Doruk (2017) evaluates the communication as emotional and ideal exchange among humans whereas Oskay (2015) defined communication as the product of humans' sustaining their existence types. He defined it as a human-specific phenomenon which faced changes according to the developments lived in the type of sustaining their existence. In that case, it is possible to list the common points of definition to the communication concept as following (Gökçe, 2006; Zıllıoğlu, 2007):

Communication is;
- information exchange.
- defined the mutual exchange of thoughts verbally.
- the information or news process from the sender to the receiver.
- the transfer process of thoughts, emotions, skills and information.
- defined as the social exposure types with messages.
- seen as a transform process from a specific location or structure to another.
- the sharing process of news, data, ideas and messages among countries and people.
- the transfer process of bring something under one's protection to others.
- the tool for mutual relationships.

The participants were asked *"If we define the communication as 'an endless process in which the sent messages are both exchanged and interpreted mutually in interpersonal relationships'; is there any communication problems between you and institution managers? If so, can you please explain?"* and they answered. According to the answers a theme of communication problems with managers was formed and also two sub themes were formed as 'there is a problem' or 'no problem'. 'There is a problem' sub theme was divided into 4 categories as "disrespectful behaviors, different views, misunderstanding and miscommunication".

Table 2. Theme 1: Communication Problems with Institution Managers

Sub Themes		f
There's a problem	Disrespectful Behaviors	4
	Different views	7
	Misunderstanding	7
	Miscommunication	5
No Problem	I haven't faced any communication problems	7

According to Table 2 only 7 participants did not face any problems with their managers. The problems with the managers are generally disrespectful behaviors, different views, misunderstanding and miscommunication. K3 mentioned that she did not have any problem with the manager and when s/he wanted to speak they listened or s/he did the same thing. However when there was a problem and s/he told this to the manager there was not any solution although contrary was promised. S / he also added as *"there are sometimes problems in communication as everybody says different things and act according to their rights"*. K26 stated the problems as misunderstanding each other, not listening, implacableness and using accusing language.

It is not possible to say that all the problems are due to insufficient communication or miscommunication. However as stated by Caudron (2000) and Kavruk & Tan (2001), the main cause of many managers' conflicts are insufficient communication or problems by the communications. The more the communication skills of the manager increase the more the effectiveness of the communication increases. Tutar (2003) said that, in a contrary case problems in relationships and communication would occur.

As the third question was asked to the participants *"Do you agree on 'if the teacher mastered parallel to his or her knowledge, life experience and sincerity then s/he could succeed in communicational mastery' sentence? What kind of communication is there between you and your students and managers? Can you please explain?"* they all agreed on the success opinion. K1 had a very descriptive answer as *"Having too much knowledge does not matter unless you transfer it to the opponent. I believe I establish a positive classroom environment by using effective listening, body language, I language, eye contact and effective tone of voice. I have open, understandable, kind communication with the managers without digressing from the subject"*. K29 believes that communication skill is the most essential characteristics of a teacher. S / he says that the communication with the

students begins with a good listening firstly. S / he said that s/he established a communication for understanding them and meeting their needs. Also she stated that *"I believe I have lessons on the base of good communication. I have an open, sincere and respectful communication with the managers"*. It is also important to show the answer of K15 who said that the experience of a teacher was vry valuable and essential in the condition of transferring this to the opponent healthily. By adding s/he said *"Being unable to express his or herself or the aimed meaning is a great mishap for both themselves and the students s/he was responsible. In normal life the communication might not require mastery but teaching profession requires being a master in communication"*.

As stated by Bursalıoğlu (2003), the interpersonal relationships and communication have important roles in educational institutions. As the teaching profession has a rapid changing dynamic characteristic (Buldu, 2014) it requires good using of the communication skills. In students' success; the role of a good managing teachers are very great who establish a good communication with students and manage them well. In this sense, it is important for teachers to have communication, get feedback and manage the class well (Tan and Tan, 2015).

Participants were asked *"Can you define the communication you establish with your students in lessons?*. The answers were analyzed and the theme of "communication established with students" was formed and 5 sub-themes were formed under this theme as "effective communication, making empathy, short and clear speaking, active listening, student centered and concretization".

Table 3: Theme 2: Communication Established with Students in Lessons

Sub Themes	f
Effective Communication	5
Making Empathy	4
Short and clear speaking	5
Active listening	9
Student-centered	4
Concretization	3

When the answers are analyzed, the active listening is often used by the participants in their communication they establish with students. 9 of the participants used active listening, 3 of them concretization, 5 of them effective communication, 4 of them making empathy and 5 of them used short and clear speaking sub themes. Answers of some of the participants are as following:

K3: *Firstly I stress the importance of listening to each other and understanding each other to the students. When they want to tell something I show them that I pay attention to them and I listen to them. Sometimes in this case I make them establish empathy by giving examples from my own life.*

K8: *Before the target topic or message, I try to create an environment of effective listening in the class. For this, I deactivate the external stimulants out of the lesson. I have preliminary session including walking around the class, looking at the mobile phones, removing the materials that are irrelevant to the lesson. And then, I inform students about what to talk about and ask questions about the previous lessons for recalling. After this, I start teaching the main target and finish with the flow.*

K28**:** *When I establish communication with students I generally explain by concretizing the topics and adjust them into the daily life. I ask the students to give examples and I often let them speak.*

It can be seen that the participants used the "active listening" mostly. Meşeci (2008) also underlined the necessity of using active listening method in order to understand them. Yavuzer (1997) added that the active listening helps students to feel that the teacher understands them. It is also important to state that there are a few features of active listening in terms of teacher-student exposure. Active listening is important for encouraging students to express their feelings. The teacher here forgets his or her feelings, experience and thoughts and should focus on students. In a study held by Pehlivan (2005), the instructor listed some of the features of in-class communication as; using an open and clear language, being democratic, making appropriate sentences, creating a physical environment that supports communication; the teachers should be smiling, have empathy skill, loving, using effective body language, be tolerant, be eager to the communication, respect to the students, use the language effectively, etc.

Last question was *"As an educator what are the communication problems you observed both inside the school and outside?"* and 4 sub themes were formed under the theme of communication problems.

Table 4: Theme 3: Communication Problems

Sub-Themes	F
Judging	8
Difficulty in self-expression	12
Listening problem/ one-way communication	7
Being unable to establish empathy	3

8 of the participants faced with judging, 7 of them listening problem, one-way communication, 12 of them difficulty in self-expression, 3 of them faced being unable to establish empathy. K2 mentioned that the students had difficulty in self-expression due to not reading books. K14 said that; *"Absolutely the greatest communication problem I face in both school life and social life is that the people do not listen to each other effectively, they don't accept the way they are and they are not able to express themselves with the right words or the right tone of voice"*. K29 , stated that the humans try to understand each other without making empathy and added as *"this hardens the communication. These communication problems lead to many problems also. Therefore we can say that the greatest problem of today is being unable to establish communication"*.

Bilgiç (2006) also found out in his study that not listening to the opponent person was a great problem and this was completely or partly limiting the issues. On the other hand, according to Maden (2013), the listening means behavioral patterns in terms of constitution, presentation and effect. That is why, the factors behind being unable to listen are multi-dimensional. As not listening to each other causes communication problems it also causes the destruction in interpersonal relationships and communal exposure.

Results

In this study the aim is to find out the effect of communication factor in education management on educational life and also to find out the effect of using effective communication skills in education management by the teachers and managers in order to sustain this communication process more effectively and more qualified. As a result of the study, it has been found out that the number of participants who do not have problems with their managers was very low. The participants who had problems with their managers faced difficulties such as, disrespectful behaviors, different views, misunderstanding and miscommunication. All the participants agreed on that the knowledge, life experience and sincerity of a teacher only brings to the success to the degree of the mastery of communication. The participants often used active listening skills in their communication with students. And also, they used the techniques such as; concretization, effective communication, making empathy, student center and speaking clearly and short. Inside and outside the schools the participants had problems such as; judging, listening problems, one-way communication, difficulty in self-expression and being unable to make empathy.

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